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ing the parts of speech, the treatment of difficulties being postponed until familiarity with the subject has made their comprehension possible. Strict classification is sacrificed to the more important matter of careful gradation.

The book is divided into three parts. The first undertakes to lead the pupil to understand the principal construction of sentences and study the uses of words as parts of speech. In the second part, the student's attention is called to the extent and use of inflection, while the third part treats mostly of analysis, and contains many carefully selected sentences, illustrating almost every peculiarity of construction.

The work is eminently practical and will be found helpful wherever used.

*E. W. Smith*

*Colgate Academy*

*Herbart and the Herbartians.* By CHARLES DEGARMO, N. Y. Chas. Scribner's Sons. \$1.00.

This, the latest volume in the Great Educators series, is the one that has greatest immediate interest. It treats of questions that not only are burning, but are getting hotter and hotter all the time. Outside an inner circle of Herbartians, and a very small and select inner circle, too, not much has been known in this country about Herbart, and, to tell all the truth, few have cared to know, until recently. But the members of this little circle of the elect have been persistent and even obstreperous; they have urged their views in season and out of season; certain that they had the truth in their possession, they have laughed at criticism and been laughed at with equanimity. Now those who came to scorn are remaining to pray.

Few have the time or inclination to go into the extensive German literature on Herbart for themselves. For the many who cannot do this, and who yet wish to know something of this new and vigorous school, President DeGarmo's work is simply indispensable. There is nothing to take its place. The standpoint is that of a hearty partisan—the author is never slow in letting it be known which side of any question is his side. The work is divided into three parts. Part first contains a brief outline of Herbart's life, with an outline of those features of his psychology and philosophy that have a pedagogical bearing. This latter is as clear and simple as well can be, but after all does not amount to predigested food. The

second part is devoted to the extension and development of Herbart's ideas in Germany, for the Herbartian system did not spring Minerva-like full panoplied from the brain of its founder. In this part of Dr. DeGarmo's exposition the average reader will have probably his first chance to get some notion of the distinction between the work and the schools of Stoy and Ziller. The contributions of Rein and Lange also receive attention. The concluding chapter is devoted to a discussion of Herbartian ideas in America, by which is probably meant the United States.

The reader of this work cannot fail to gain a good conception of the aims, purposes and methods of that school of pedagogical thought that takes its start from Herbart. Without entering into a discussion of the merits of this school, we cannot fail to acknowledge that its influence is on the increase. Even those who cannot agree with all its doctrines ought to be glad to own that its influence for good has already been strongly felt, especially in the primary grades.

C. H. T.

*First Latin Reader*, including Principles of Syntax and Exercises for Translation. By JARED W. SCUDDER, A. M., Latin Master in the Albany Academy. Boston: Allyn & Bacon, 1895. pp. xi. 284.

This is a new introductory Latin book, called a Reader, because after a few lessons all the Latin exercises to be read consist of connected passages. The simple stories are based upon Roman mythology, history, and life. It is claimed that this will add immediate interest and profit to the pupil's work and show the use to which the grammatical knowledge is put. The English sentences to be turned into Latin are based upon the Latin story, which furnishes at once the vocabulary and the model. A novel feature is found in a series of exercises consisting of Latin questions, the answers to which must be based upon the information furnished in the Latin stories. At the proper time passages for sight-reading are added to the lessons. Thus much is made of reading and using the language.

The forms of etymology are brought in gradually and carefully through the book and the steps in the advance in syntax are simple. The observations upon the new matter and the explanations of grammar will be found helpful to the pupil and perhaps also the English questions at the end of each lesson.